

2015-16 Teacher Tenure Decision Making Framework

In New York City, tenure is a distinction earned by effective educators. *Advance* – New York City’s teacher development and evaluation system – ensures that principals engage in frequent cycles of classroom observation and feedback using a common, research-based rubric; as part of this system, teachers receive regular formative feedback and support and there are processes in place to capture evidence of the quality of teacher practice. Therefore, **Advance ratings, when available, constitute a significant factor in tenure decisions as required by Education Law §3012-c.** Please note that the law does not require that the *Advance* ratings be the sole or determinative factor, merely that the ratings be considered in making such determinations.

	Student Learning	Instructional Practice	Professionalism
Exceeds standards and expectations of effective teaching for student learning and teacher practice for at least two consecutive years.	Multiple sources of evidence showing that virtually all students, including special populations ¹ , achieve substantial gains on New York State Common Core Standards.	Multiple sources of evidence indicating practice at the most effective level using a research-based framework ² in the categories below: <ul style="list-style-type: none"> • Planning and Preparation • Classroom Environment • Instruction 	Multiple sources of evidence of professionalism at the highest level: <ul style="list-style-type: none"> • Professional Growth and Reflection • Collaboration and Engagement with the School Community • Communication with Families • Management of Non-Instructional Responsibilities • Professional Conduct
Meets standards and expectations of effective teaching for student learning and teacher practice for at least two consecutive years.	Multiple sources of evidence showing a majority of students, including special populations, achieve substantial gains on New York State Common Core Learning Standards	Multiple sources of evidence indicating effective practice using a research-based framework in the categories below: <ul style="list-style-type: none"> • Planning and Preparation • Classroom Environment • Instruction 	Multiple sources of evidence of effective professional contributions: <ul style="list-style-type: none"> • Professional Growth and Reflection • Collaboration and Engagement with the School Community • Communication with Families • Management of Non-Instructional Responsibilities • Professional Conduct
Does not yet fully meet, or has fewer than two years evidence that meets standards and expectations of effective teaching. Teacher may meet the standards and expectations over time.	Evidence showing a majority of students, including special populations, achieve gains on New York State Common Core Learning Standards.	Evidence indicating developing practice using a research-based framework in the categories below: <ul style="list-style-type: none"> • Planning and Preparation • Classroom Environment • Instruction 	Limited evidence of effective professional contributions, or evidence of inconsistent or inadequate professional contributions: <ul style="list-style-type: none"> • Professional Growth and Reflection • Collaboration and Engagement with the School Community • Communication with Families • Management of Non-Instructional Responsibilities • Professional Conduct
Inability to meet standards and expectations of effective teaching for student achievement or teacher practice. Lack of demonstrated potential to meet standards.	Evidence that the majority of students do not achieve gains on New York State Common Core Learning Standards.	Evidence indicating ineffective practice using a research-based framework in the categories below: <ul style="list-style-type: none"> • Planning and Preparation • Classroom Environment • Instruction 	Negative evidence of professional contributions: <ul style="list-style-type: none"> • Professional Growth and Reflection • Collaboration and Engagement with the School Community • Communication with Families • Management of Non-Instructional Responsibilities • Professional Conduct

¹ Special populations include Students with Disabilities, English Language Learners, and students who are over-age and under-credited, students returning from OCFS and passages schools, overage students, students returning from long-term suspensions, unaccompanied minor and students in transitional housing..

² The tenure decision-making framework is aligned with the 2014 Danielson *Framework for Teaching*.

rmdoddSubmission Guidance

<p><i>Principals should submit a one to three (1-3) paragraph statement placing the evidence and final recommendation in context of the teacher's larger service record – describing the consistency of the teacher's current level of practice, and its development over time.</i></p>	<p><u>Two</u> (2) pieces of data demonstrating the effect of teacher practice on student achievement that should:</p> <ul style="list-style-type: none"> • Be illustrative of the performance of the majority of a teacher's students • Be applicable to the full range of students that a teacher serves (including SWD, ELLs) • Measure growth/progress over time by connecting final measures to baselines • Assess mastery of specific skills or standards. 	<p><u>Two</u> (2) evaluation observation reports (e.g. <i>Advance</i> Evaluator Forms) that are indicative of the teacher's practice over the course of their probationary period and aligned with their rating history.</p> <p>AND</p> <p><u>Up to Two</u> (2) pieces of additional evidence that illustrate:</p> <ul style="list-style-type: none"> • Planning and preparation for instructional content and pedagogy, demonstrating knowledge of students, instructional outcomes, and/or use of other resources 	<p>Up to two (2) of evidence that are illustrative of the teacher's professionalism including their ability to reflect on teaching, communication with families, participation in the school's professional community and/or professional conduct.</p>
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